

“Writing, Fluency, and Comprehension”

CTGE 5534

Beginning Reading and Writing
in Inclusive Classrooms

Instructor – Andrew Fletcher

Our Work Today...

Foci

- Content/Pedagogy/Resources
- Reviewing Student Work
- Analyzing the Test
- Deconstructing a Lesson

From the Daily Schedule...

Week 12 – “On-line”

Week 12 – “On-line” (Make-up for November 28th and in lieu of Friday, December 6th)

- Topics: Writing/Handwriting
- Reading: (30 pages total)
 - Cecil, “Chapter 9 – Writing-Reading Connections: Reciprocal Paths to Literacy” (26 pages)
 - Spear-Swerling, L. (2006). The importance of teaching handwriting. Retrieved from <http://www.readingrockets.org/article/27888/> (four pages)
- Tasks:
 - **BEFORE YOU LEAVE YOUR SCHOOL FOR THE THANKSGIVING RECESS:**
 - Obtain a writing sample (personal narrative) from your focus student. See the week’s assessment PowerPoint presentation for more on this.
 - Observe a primary classroom for 10 to 15 minutes with a focus on writing instruction. What are you seeing and hearing? Record low-inference notes as well as your thoughts and feelings in connection with what you have seen and heard.
 - Analyze the writing sample as directed in the week’s assessment PowerPoint presentation.
 - Begin to work on your second instructional experience assignment, which is due December 12th.
 - Continue to update your “Focus Student Summary” and begin to work on your “Letter” assignment, which is due December 19th.
- Response Blog – Assignment #10:
 - YOUR “ENHANCED” RESPONSE BLOG WORK WILL SUBSTITUTE FOR OUR IN-CLASS MEETING. THEREFORE, IT MUST BE DONE NO LATER THAN SUNDAY, DECEMBER 1ST AT 11:59 P.M. IN ORDER FOR YOU TO RECEIVE ATTENDANCE CREDIT.
 - Respond to a classmate’s ninth blog post (respond to a post at a blog you have yet to visit).
 - Post two new entries:
 - The first entry will be about the above observations along with the week’s readings. Write about what you saw and heard. In addition, expand the post by connecting what you observed with what you read about for this week’s topics.
 - The second entry will be about your focus student’s writing sample. Summarize what your student wrote about. Next, share the analysis of it that you completed as per the directions above. Finally, relate the sample to the other assessment and instructional work that you have done with this student thus far this term, using some or all of the following questions: What connections can you draw? What similarities/differences exist? What is surprising to you? What questions do you have?

From the Daily Schedule...

Week 13

Week 13 – December 5th

- Topics: Fluency/Comprehension
- Reading: Cecil... (36 pages total)
 - “Chapter 5 – Phonics, Sight Vocabulary, and Fluency: Why and How” (Pages 100 to 110, 11 pages)
 - “Chapter 8 – Reading Comprehension: Making Sense of Print” (25 pages)
- Tasks:
 - Determine your focus student’s “instructional” reading level. Using your school’s running record system, complete a running record with the student, being sure to take notes on the student’s fluency (time the reading) and comprehension (through retelling and questioning).
 - If your student is not yet reading, complete a listening comprehension assessment as directed in class.
 - Observe a primary classroom for 10 to 15 minutes with a focus on fluency and comprehension instruction. What are you seeing and hearing? Record low-inference notes as well as your thoughts and feelings in connection with what you have seen and heard.
 - Work on your second instructional experience assignment, which is due December 12th.
 - Continue to update your “Focus Student Summary” and begin to work on your “Letter” assignment, which is due December 19th.
- Response Blog – Assignment #11:
 - Respond to a classmate’s tenth blog post (respond to a post at a blog you have yet to visit).
 - In light of this week’s observations along with the assessment results for your focus student in regards to fluency or comprehension, what lesson might you design to address one of the identified challenges/areas of need for your student? If your particular student had no challenges/areas of need, create a hypothetical one for this exercise. Create a brief draft plan and post it to your blog. (This may turn out to be your plan for the second instructional experience assignment.)

The Components of Early Literacy

Emergent →
Beginning
Readers and
Writers

- Oral Language
- Print Awareness
- Phonological Awareness
- Phonemic Awareness
- Alphabetic Knowledge
- Word Recognition (Recoding or Decoding)
- Word Production (Encoding or Spelling)
- Word Meaning (Vocabulary)

-Fluency
-Comprehension
-Writing

Fluency

Activating Background/ Prior Knowledge...

- With a partner, discuss the following:
 - Fluency is...
 - Fluency is important because...
 - To assess a student's fluency,...
 - To help students build fluency, teachers should...
- Next, we'll share-out and debrief as a class.

Some Basics...

- Definition: “Achieving speed and accuracy in recognizing words and comprehending text, and coordinating the two” (Cecil, 2011, p. 415)
- Prosody: “Appropriate expression in oral reading that sounds much like conversational speaking” (Cecil, 2011, p. 418)
- Other considerations:
 - Speed → Rate/Pacing
 - Voice (Reading dialogue with an understanding of who is talking and with a voice that expresses the feeling or mood of the character)
 - Phrasing (Chunking text to make it sound smooth)
 - Intonation (Using punctuation as a clue to how text sounds)
 - Inflection/Tone/Pitch
 - Mastery/Automaticity

Typical Achievements

- Preschool: Few children can read at this age, so fluency is nonexistent.
- Kindergarten: Few kindergartners read text with fluency, but most can name letters quickly, automatically, and accurately by the end of K.
- First Grade: First graders are developing accuracy in decoding one syllable words but may have difficulty reading with expression or attending to punctuation. Children read at least 20 WPM in grade-level text by the end of Grade 1.
- Second Grade: Prime time to develop fluency!
 - Read with good expression and attend to punctuation.
 - Recognize patterns (e.g. -ight) in words.
 - Children read at least 90 WPM in grade-level text by the end of Grade 2.

Assessment

- Assessment in fluency typically begins mid-way through first grade.
- A teacher preselects a short passage of unfamiliar text appropriate for the student. The text should be at the child's independent reading level (read with about 96% accuracy).
- She/he sits with the student for three to five minutes in a one-on-one setting.
- She/he completes a running record to calculate the student's reading rate, or "Words Per Minute (WPM)."
- The teacher uses the NAEP Fluency Scale to assess the reader's prosody, phrasing, and intonation.

Two elements used:

- Words Per Minute (WPM) = Quantifiable measure
- NAEP Scale = Qualitative measure (teacher evaluation)

Assessment (Continued)

Calculating Words Per Minute (WPM)

$$\frac{\text{Number of words in passage} \times 60}{\text{Number of seconds to read passage}}$$

NAEP Oral Reading Fluency Scale

- This is a scale that the teacher uses to assess a student's prosody, phrasing, intonation, etc.
- It's based on observation. Justify your evaluation with data.
- 4 point scale
 - Fluent with a score of 3 or 4
 - Disfluent with a score of 1 or 2

Target Reading Rates

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*	Avg. Weekly Improvement**
1	90		81	111	1.9
	75		47	82	2.2
	50		23	53	1.9
	25		12	28	1.0
2	10		6	15	0.6
	90	106	125	142	1.1
	75	79	100	117	1.2
	50	51	72	89	1.2
	25	25	42	61	1.1
	10	11	18	31	0.6

*WCPM = Words Correct Per Minute

Target Reading Rates

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*	Avg. Weekly Improvement**
3	90	128	146	162	1.1
	75	99	120	137	1.2
	50	71	92	107	1.1
	25	44	62	78	1.1
	10	21	36	48	0.8
4	90	145	166	180	1.1
	75	119	139	152	1.0
	50	94	112	123	0.9
	25	68	87	98	0.9
	10	45	61	72	0.8
5	90	166	182	194	0.9
	75	139	156	168	0.9
	50	110	127	139	0.9
	25	85	99	109	0.8
	10	61	74	83	0.7

NAEP Oral Reading Fluency Scale

Fluent	Level 4	Reads primarily in large, meaningful phrase groups. Although some repetitions and deviations from the text may be present, these do not appear to detract from the overall text structure. Some or most of the story is read with expressive interpretation.
	Level 3	Reads primarily in three- or four-word phrase groups. Some smaller groupings may be present. However, the majority of phrasing seems appropriate. Little or no expressive interpretation.
Disfluent	Level 2	Reads primarily in two-word phrases with some three- or four-word groupings. Some word-by-word reading is present. Word groupings may seem awkward and unrelated to the larger context of sentence or passage.
	Level 1	Reads primarily word-by-word. Occasional two- or three-word phrases, but these are infrequent and do not preserve meaningful syntax.

Instruction (Practice)

- Model fluent reading
- Repeated readings
- Choral readings
- Echo readings
- Partner reading
- Taped readings
- Oral recitation
- Reader's Theatre

Changes...

- Tracking – Finger → Eyes
- Method – Oral → Silent
- Reasons/Benefits...

Effective Fluency Instruction



Repeated Readings	http://www.youtube.com/watch?v=rrrLJR7Zbq0
Echo Readings	http://www.youtube.com/watch?v=-gHWVVp9stc
Choral Reading	http://www.youtube.com/watch?v=2B8n-YwzRWA
Partner Readings	http://www.youtube.com/watch?v=cG6w44Holws

Fluency → Comprehension

- If a reader is constantly stopping to decode unknown words, most likely meaning will be disrupted and the process of reading becomes long and laborious.
- When students make gains in reading fluency, they are able to put their energies into comprehension.

Comprehension

Definitions...

- Earlier this term I had you read a fictional short story (Week Two - Activity: Independent Reading – *The Story of an Hour*) and each week you've had to read some academic nonfiction text...
- Cecil (2011) defines comprehension as the “construction of meaning” (p. 158).
- Think about your own reading – what I listed above as well as any other reading that you do – how do you construct meaning? Or do you extract it? What's the difference?
- How might early readers do this? What do they need to know in regards to comprehension?

Looking at Instruction

- What do we need to teach in terms of comprehension?
 - Knowledge –
 - Skills –
 - Strategies –
- How is this content best taught (pedagogy)?
 - Explicit instruction (direct)
 - Implicit and incidental instruction (constructivist)

Other Ways to Look at Instruction

- What should early readers be doing in terms of comprehension...
 - Before reading –
 - During reading –
 - After reading –
- What kinds of thinking should early readers be doing in terms of comprehension...
 - “Within the text” –
 - “Beyond the text” –
 - “About the text” -

A Brief “Look”

- “Retelling”
- Video Clip -
<http://www.youtube.com/watch?v=QgCXRD53log>
- As you watch, make connections to what you’ve read about, what you’ve seen in school, “I do, we do, you do,” and what’ve talked about here today.
- Let’s debrief...

Assessment

How do we assess comprehension for early readers?

- Think about what we said in regards to fluency...
- Oral retelling (Why not written retelling? What about visuals?)
- Questioning
 - Literal (Thin)
 - Inferential (Thick)
 - Evaluative/Critical (Juicy)
 - Open-ended versus Closed-ended

Struggling Readers...

- Why might students struggle in regards to fluency?
- Why might students struggle in terms of comprehension?

Returning to Running Records

What Is a Running Record?

- A running record is a informal reading assessment (akin to an informal reading inventory) that allows a teacher to assess a student's oral reading of an unfamiliar text.
- It's a quick way to assess a student's word recognition and fluency skills.
- As a child reads a portion of a book, the teacher notes and marks errors (miscues) and self-corrections.
- As previously stated, the teacher times the reading to attain the student's WPM rate and evaluates the student's prosody.

Running Records Continued...

- Does your school use them? If so, details... If not, how do you obtain similar information?
- Background information – Cecil, pages 291 and 292
- “About Running Records” -
<http://www.readinga-z.com/helpful-tools/about-running-records/>
- What about the running records you completed with your focus students?

References

- Cecil, 2011
- Hasbrouck and Tindal, 2006
- Others?

Other Information

Instruction - Comprehension

- Skills versus Strategies
- “Reading strategies are deliberate, goal-directed attempts to control and modify the reader’s efforts to decode text, understand words, and construct meanings of text. Reading skills are automatic actions that result in decoding and comprehension with speed, efficiency, and fluency and usually occur without awareness of the components or control involved” (Afflerbach, Pearson, & Paris, 2008, p. 368).
- Question – What would be some skills then for instruction?
- Question – What would be some strategies then for instruction?

Instruction – Comprehension (Gill, 2008)

Table 1
Comprehension Strategies

Owocki (2003)	Harvey and Goudvis (2000)	Alvermann, Swafford, and Montero (2004)	Keene and Zimmermann (2007)	National Reading Panel (National Institute of Child Health and Human Development, 2000)
Connecting	Making connections	Making connections	Using and creating schema	Using prior knowledge
Questioning	Questioning	Asking questions	Asking questions	Question generation, question answering
Purpose setting				
Visualizing	Visualizing	Creating images	Using sensory and emotional images	Making mental images
Inferring	Inferring	Drawing inferences	Inferring	
Predicting				
Retelling				
Deciding what's important	Determining importance	Distinguishing importance	Determining importance	
Monitoring	Repairing understanding	Monitoring comprehension	Monitoring meaning	Monitoring comprehension
Evaluating				
	Synthesizing		Synthesizing	
		Summarizing		Summarizing
				Cooperative learning
				Use of graphic and semantic organizers
				Recognizing story structure

Ways of Looking at Instruction

Before, During, and After... (adlit.org)

- "Before" strategies activate students' prior knowledge and set a purpose for reading.
- "During" strategies help students make connections, monitor their understanding, generate questions, and stay focused.
- "After" strategies provide students an opportunity to summarize, question, reflect, discuss, and respond to text.

Thinking... (Fountas & Pinnell)

- Within the Text (solve words, monitor and correct, search for and use information, summarize, maintain fluency, adjust reading)
- Beyond the Text (predict, make connections, infer, synthesize to create new understanding)
- About the Text (analyze to understand the writer and how the text is constructed, critique)

Ways of Looking at Instruction continued...

